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AUTHOR Young, Linda
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ABSTRACT

Olomana School, operated by the Hawaiian Department of Education, serves youths who have been placed in the Hawaii Youth Correctional Facility (HYCF), the Hawaii State Hospital (HSH), and the Detention Home (DH). During the 1988 summer semester, Olomana School implemented the Extended School Year Program; the school day was expanded to six periods and the semester was extended from 6 to 8 weeks. In addition to these changes, the HYCF and the DH altered their curriculum and teaching formats. This report evaluates the effects of the program on the goals and objectives of Olomana School, the academic achievement of students at the school, the quality of student services, the school's linkages to other agencies, and staff and student satisfaction. Recommendations based on the results of the evaluation include: (1) continuing the Extended School Year Program; (2) adding further activities designed to develop occupational skills and to enhance self-esteem; (3) reconsidering the policy of awarding core course credit for integrated program work; and (4) evaluating the program as it evolves. Appended are HYCF team descriptions, an HYCF listing of afternoon courses, an HSH listing of courses, and the evaluation strategy. (KM)

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AN EVALUATION OF THE EXTENDED YEAR PROGRAM AT OLOMANA SCHOOL

CENTER FOR YOUTH RESEARCH
Social Science Research Institute
University of Hawaii at Manoa

Report No. 339
November, 1988

EA 021 440

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An Evaluation of the Extended Year Program at Olomana School

Center for Youth Research
Social Science Research Institute
University of Hawaii at Manoa

Prepared by:
Linda Young
Program Evaluator

Supervised by:
Keith Y. Kameoka
Educational Specialist

and

Clifford R. O'Donnell, Ph.D.
Director

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Table of Contents

	Page
Executive Summary	1
Program Description	3
Evaluation Design	8
Results	8
1. Were the Activities of the Extended Year Program at Olomana School Implemented As Planned?	9
2. How Well Did the Program Achieve Its Goals/Objectives?	10
3. What Are the Program Effects on Student Academic Achievement?	23
4. What Are the Program Effects on Providing Direct Services to Students?	34
5. To What Extent Were Students and Staff Satisfied With the Program Most/Least Successful?	37
6. For Which Centers Was the Program Most/Least Successful?	42
7. What Effects Did the Program Have Relative to Linkages With Other Agencies?	45
8. What Are the Ramifications of Operating An Extended School Year Program at Olomana School?	46
Conclusions and Recommendations	48
Appendix A: HYCF Team Descriptions	51
Appendix B: HYCF Listing of Afternoon Courses	53
Appendix C: HSH Listing of Courses	54
Appendix D: Evaluation Strategy	56

List of Tables

Table		Page
1	HYCF - 1988 Summer Semester: Number of Credits Earned By Each Student	11
2	HYCF - 1988 Summer Semester: Number of Credits Earned in Each Subject Area . . .	12
3	HYCF - 1987 Summer School: Number of Grades Earned By Subject Area	25
4	HYCF - 1987 Fall Semester: Number of Grades Earned By Subject Area	26
5	HYCF - 1988 Spring Semester: Number of Grades Earned by Subject Area	27
6	HYCF - 1988 Summer Semester: Number of Grades Earned by Subject Area	28
7	HSH - 1987 Fall Semester: Number of Grades Earned By Subject Area	31
8	HSH - 1988 Spring Semester: Number of Grades Earned By Subject Area	32
9	HSH - 1988 Summer Semester: Number of Grades Earned By Subject Area	33

Year-Round Schooling at Olomana School

Executive Summary

This report evaluates the effects of the Extended School Year Program on the goals and objectives of Olomana School, the academic achievement of students at the school, the quality of services to the students, the school's linkages to other agencies, and the satisfaction of the staff and students. The three sites of Olomana School that were reviewed included the Hawaii Youth Correctional Facility (HYCF), the Hawaii State Hospital (HSH), and the Detention Home (DH).

During the 1988 Summer semester, Olomana School expanded the traditional summer school day to 6 periods and extended the traditional 6 week term to 8 weeks. In addition to the extension, HYCF and DH implemented other changes to their curriculum and teaching formats. Based on the results, it is recommended that the Extended School Year Program be continued, that additional opportunities for the development of occupational skills and esteem-enhancing activities be developed, that the policy of awarding core course credit for work in an integrated program be reconsidered, and that the program continue to be evaluated as it evolves.

Background

Olomana School is a DOE-operated school whose students are youths placed in the Hawaii Youth Correctional Facility (HYCF), Hawaii State Hospital (HSH), and the Detention Home (DH).

Though these three sites operate under one school, Olomana School, the populations differ dramatically on the average length of stay at each institution. The length of stay for a youth at HYCF may be from 30 days to over two years; the average commitment for youths at HSH is 30 days; while the youths at DH, the most transient population of the three sites, have an average stay of 9 days.

As a DOE-operated school, Olomana offers a comprehensive program of studies during the fall and spring semesters, and enrichment and remedial courses during the summer. School attendance is mandatory for all youths placed in the HYCF, HSH, and DH. Youths classified as short-term commitments (stay of less than 30 days) at HYCF are exempt from this requirement, but are tutored at the cottages by part-time teachers.

With a population of youths who generally have poorly developed academic skills compounded with a poor self-image, the school program at Olomana has had to adapt to these students with special academic, vocational and social needs. Prior to the implementation of the extended school program, all students at the three sites of Olomana attended school for six periods a day during the fall and spring semesters, and for four periods a day during the summer. Each student spent at least one period per day in a Learning Center for self-paced work in Language Arts. Special Education students and those in the Chapter 1 Program spent an additional period in the Learning Center for mathematics. Courses available to

students at Olomana School included core courses required for graduation (e.g. social studies, health, guidance, math, and science), and elective courses much like those found in other DOE schools (e.g. art, typing, photography, industrial arts, computers, etc.).

Transition Program

To aid students at HYCF in making a successful transition back into the community, the "Luna A'e" Transition Program was established in January 1987. Realistic vocational planning, individual guidance, off-campus vocational experiences, and one-year follow-up services were provided to HYCF youths through this program.

Although not connected with the "Luna A'e" Transition Program, off-campus vocational experiences were also available to selected HSH students through a work-study program.

Program Description of Year-Round Schooling at Olomana School

The extended school year at Olomana School ran in a trimester cycle with the first semester (Fall) starting in September 1987 and ending in January 1988, the second semester (Spring) starting in January 1988 and ending in June 1988, and the third semester (Summer) starting in June 1988 and ending in August 1988. The first two semesters of the trimester cycle were parallel to the regular DOE school schedule. Students attended school the same number of days and observed the same holidays and vacations as students of

other DOE schools. In addition, the curriculum for both Fall 1987 and Spring 1988 semesters followed the format of previous years.

The summer semester, however, was expanded to include six hours of instructional time per day for eight weeks from the former schedule of four hours of instructional time for six weeks. This extension of instructional time allowed students the opportunity to earn two (2) credits during the summer rather than the traditional one (1) credit.

It should be noted that the funds for the extended year were used to enrich the programs of the school throughout the entire extended school year. Two new positions made possible by the funds, a librarian who served HSH and HYCF, and a business education teacher, contributed to the objectives identified in the extended year plan.

Description of the 1988 Summer Semester at HYCF

As noted earlier, the changes implemented at HYCF as a result of the Year-Round Schooling Proposal occurred only during the 1988 Summer semester. However, not only was the school day during the summer extended, but the instructional format was also modified. Rather than a continuance of the courses offered during the fall and spring semesters, a Curriculum Consultant was hired to work with the Principal, Vice-Principal, and teachers to develop a new curriculum for the summer.

The result was the establishment of four "schools of choice". These "schools" or teams, were interdisciplinary in

nature, and each focused on an underlying theme. Teachers, full-time and part-time, of different background areas were teamed up and expected to develop an interdisciplinary, application-oriented curriculum focused on the agreed upon theme. The four teams established included: 1) Hawaiian Plants; 2) Metals/Auto; 3) Epidemics; and 4) Voyage of the Mimi. (See Appendix A for a more detailed description of each team.) Students were assigned to a team based on their selections made prior to the start of the summer semester. Attempts were made to keep each team as heterogeneous as possible.

Students spent the first fours periods of each day in the team to which they were assigned. During the fifth and sixth periods of the school day, students attended elective courses offered by individual teachers. Again, the students were assigned to these classes based on their choices (See Appendix B for a listing of the courses offered.)

As a result of the modifications to the curriculum, teachers were given more class preparation time. Each team of teachers was given two periods during one day of the week to plan lessons, problem-solve, and prepare for field trips and guest speakers for their group. During this planning time, students participated in recreational activities under the supervision of the counselor and a part-time teacher.

A culminating activity, an open-house, was planned for the last day of the summer semester in which each team presented a display of the work students accomplished during

the summer semester. Parents, HYCF administrators, DOE administrators, community leaders, and legislators were invited to attend this event.

Description of the 1988 Summer Semester at HSH

The 1988 summer semester at HSH was an extension of their Fall 1987 and Spring 1988 semesters. Like the summer previous, students were offered a sample of those courses offered during fall and spring. (See Appendix C for a listing of courses). Because the average length of commitment at HSH is 30 days, all course work in the school is individualized. Though students were placed in the same class (e.g. mathematics), each received work based on their individual ability level. During the 1988 summer, students attended school for six periods a day and were assigned by the lead teacher to courses in which they needed credits for graduation.

In an attempt to integrate the courses, themes based on European countries were established during the summer semester. All students, although in different classes and of different abilities, did work focused on the established themes. A culminating activity which consisted of displays of students works and a luncheon featuring foods of the country prepared by the students was the highlight of each theme. During the 1988 summer semester, students concentrated on two themes - Greece and Italy.

Adjunct to academics, the teaching staff at HSH scheduled guest speakers and took students on field trips

into the community in an attempt to keep students aware of community issues (e.g. AIDS, Planned Parenthood, etc.) and to allow them to view first-hand the occupational opportunities available in the community (e.g. prawn farm, Dole Pineapple Company, etc.).

Description of the 1988 Summer Semester at DH

Again, as with HYCF and HSH, the Fall 1987 and Spring 1988 semesters at DH met with no changes in either scheduling or curriculum. For the 1988 Summer semester, however, the teachers at DH decided to establish four "areas of interest" which included: 1) English; 2) Physical Education; 3) Art; and 4) Math. Individual teachers taught in each of the areas and the emphasis was on students learning as a group. Similar to HYCF, students spent the mornings in one of the groups and afternoons in a class of interest.

About four weeks into the summer semester, the teachers at DH decided that having the students spend the four periods in one subject area all morning was not beneficial to the students. At the fifth week point, a reversion back to the tutorial or remedial instructional style utilized during the fall and spring semesters occurred. Schoolwork in courses such as math and English were essentially individualized for each student. Attempts were made at all times to coordinate with the course work each student was doing or remembered doing at their home school. In addition, students attended different classes taught by different teachers each period for all six periods of the school day. The courses offered

during the second half of the summer semester included math, English, exploratory art, guidance, industrial crafts, and physical education.

Evaluation Design

Due to the recentness of the implementation of the Extended School Year Program, a formative approach was taken in the evaluation. Both qualitative as well as quantitative data were utilized to formulate the results. Many of the comparisons will be made between the 1987 Summer School term and the 1988 extended Summer semester. (See Appendix D for the evaluation strategy and procedures used to obtain data).

Due to the differences in student population, the three sites of Olomana School were evaluated independently.

Results

The findings of the Olomana Extended School Year evaluation will be presented in the format of answers to the following prescribed questions:

1. Were the activities of the Extended Year Program at Olomana School implemented as planned?
2. How well did the program achieve its goals/objectives?
    a. What are the program effects on student academic achievement?
    b. What are the program effects on providing direct services to students?
    c. To what extent were students and staff satisfied with the program?
3. For which centers was the program most/least successful?

4. What effects did the program have relative to linkages with other agencies?

5. What are the ramifications of operating an extended school year program at Olomana School?

Were the Activities Of The Extended Year Program At Olomana School Implemented As Planned?

The proposed plan for the Extended Year Program at Olomana School called for the first two semesters of the 1986-87 school year, Fall and Spring semesters, to be aligned with the regular DOE-school calendar and for the third semester, Summer 1987, to be modified in several ways. First, students were to attend each course for three hours a day to earn one full credit, which is the DOE's standard for granting one full course credit through summer school. Second, though the courses offered during summer will the same as those offered during the fall and spring semesters, students were to be enrolled in only two courses for six periods a day. This would allow students to earn two full credits during the summer semester. Last, the 1987 Summer semester would run for 40 school days, beginning June 15 and ending August 10.

Implementation of the Extended Year Program did not begin as scheduled. The expanded summer session began in the summer of 1988 rather than the summer of 1987. Because the first two semesters of the 1987-88 school year were aligned to the regular DOE school calendar, the focus is on the effects of the expanded 1988 summer semester.

The 1988 Summer semester started on June 15, 1988 and

ended on August 10, 1988, with students attending 40 school days. Each student was enrolled for six periods a day; however, they were not enrolled in the prescribed two courses for 3 hours of instructional time each day. See Program Description above for the implemented activities of each Olomana School site.

How Well Did The Program Achieve Its Goals/Objectives?

The overall goal of the Extended Year Program, as stated in Operating Year-Round Schools -- A Proposal, was to increase the resources and services needed to upgrade the quality of the education program at Olomana School. To achieve this, the 1988 Summer semester at Olomana was extended to provide students with the opportunity to: 1) earn additional credits toward graduation; 2) develop social skills; 3) develop occupational skills; and 4) participate in a variety of esteem-enhancing activities.

A. Opportunity For Students to Earn Additional Credits Toward Graduation

Inherent in the design of the Extended Year Plan is the opportunity for students to earn two full credits during the extended summer semesters rather than the one full credit as other DOE summer school students.

Hawaii Youth Correctional Facility (HYCF)

HYCF, having the most stable population of the three sites, had 84% of the students earning the two full credits possible during the 1988 Summer semester. A total of 64 students received report cards of which 52 received the 2

Table 1. HYCF - 1988 Summer Semester

Number Of Credits Earned By Each Student

Number of Credits Earned	Number of Students
2 1/2	1
2	52
1 1/2	4
1	3
1/2	1
0	1

62 Total

Table 2. HYCF - 1988 Summer Semester

Number of Credits Earned in Each Subject Area

	No. of Students who Earned	
Subject	1 Full Credit	1/2 Credit
English	47	5
Math	1	13
Social Studies	26	48
Science	5	2
Photography	-	2
Health	-	1
Music	-	1
Physical Education	-	1
Guidance	-	1

full credits. See Table 1 for the breakdown of the total number of credits earned by each student.

The areas in which students earned credits were English, Math, Social Studies, Science, Photography, Health, Music, Physical Education, and Guidance. See Table 2 for a breakdown of credits earned for each subject area.

Hawaii State Hospital (HSH)

There were only five students who remained at HSH long enough during the summer to earn any credits. Five report cards were issued for the 1988 Summer semester. Of the 5 students who received a report card, 3 earned two credits and 2 earned one credit.

The subject areas and the total number of credits earned in each area were:

English	1/2 credit
Math	1/2 credit
Social Studies	1 - 1/2 credits
Science	1 credit
Physical Education	1 credit
Guidance	1 credit
Computers	1/2 credit
Foods/Nutrition	2 credits

Detention Home (DH)

Because students come and go, and return again at times, the grading system at DH was set up such that a student earned one-half a credit if 60 hours of work was spent in one content area. There were 4 report cards issued during the 1988 Summer semester. Of the 4 report cards issued, 1 student earned one credit in Physical Education, 2 students earned one-half a credit in Industrial Crafts, and 1 student earned one-half a credit in Math.

B. Opportunity For Students To Develop Social Skills

To aid students in the development of their social skills, the summer program at Olomana afforded students the opportunity to practice their skills in public by planning field trips into the community and by inviting speakers from the community to speak with the students on various topics. The three sites of Olomana school also try to foster sociable behavior in their students by utilizing a reward system for "proper" classroom behavior.

HYCF

During the 1988 Summer semester, HYCF staff and students went on 12 field trips. All students who were not restricted by security reasons participated in at least one field trip. This is a marked increase in field trips considering the facility went on no field trips during the 1987 Summer School term. During the 1987-88 school year, there were 10 field trips scheduled; however the only students who went on those field trips were the students enrolled in the Photography class (6 during the fall and 7 during the spring). Furthermore, only those students who had a minimum security status were allowed to participate in the field trips. The field trips during the 1988 Summer semester were all tied into the contents of the courses in which students were enrolled in. Interviews revealed that the field trip experiences of both the teachers and students were positive. A number of teachers noted that it had been a long time since they last took the students on a field trip and thought it

was a "refreshing experience" for both themselves and the students. The students were in unanimous agreement about the field trips being the best part of the summer program. For many, the fact that they were able to go out into a setting other than the correctional facility was the highlight of their summer.

HYCF also hosted an End-of-Summer open house where family members, HYCF staff, and community leaders were invited. Students took on the roles of tour guide and explained their exhibits and projects to the guests.

To help encourage sociable behavior, or discourage antisocial behavior, HYCF utilizes a behavior contract system. Students earn points for "proper" classroom behavior (i.e. doing work assignments, not sleeping in class, etc.). At the end of each week, if a student has earned 90% of the total possible points then he/she is allowed certain privileges back at the cottage (e.g. canteen privileges). Improper classroom behavior, such as sleeping in class or not doing the assigned work, result in a deduction of points and loss of privileges.

The average percentage of students passing their behavior contracts has increased every semester during the 1987-88 school year. The 1987 Fall semester had an average of 69% of the students passing their contracts; the 1988 Spring semester had and average of 70% of the students passing their contracts; and the 1988 Summer semester had an average of 84% of the students passing their contracts. No

figures were available for the 1987 Summer School term.

An indirect measure of students exercising their social skills may be the number of disciplinary referrals written per semester by teachers. During the 1987 Summer School term, 17 referrals were filed with the counselor. 74 referrals were submitted during the Fall 1987 semester, 86 during the Spring 1988 semester, and 12 during the Summer 1988 semester.

HSH

In addition to the Theme Days mentioned above, the students at HSH hosted speakers from Planned Parenthood and the Lung Association. The teachers and students also went on 6 field trips during the semester. Going on field trips was not something foreign to HSH. The teachers and students went on 9 field trips during the 1987 Fall semester and 12 field trips during the 1988 Spring semester. Interviews revealed that the relationship the school has with the host facility is such that transportation needs are readily accommodated by the State Hospital, which makes the planning of field trips much easier.

Both teachers and students had positive comments regarding their experiences on the field trips. The teachers noted that the students were always "well-behaved" on the outings. They also received positive comments about the students' behavior from the people working in the various establishments visited.

In order to encourage students to practice sociable

behaviors while in school, a point system was established during the 1988 Summer semester. This system was fashioned after the token system, but instead of receiving tokens students received points for proper classroom behavior. Students who earned the total possible points were allowed special privileges, such as canteen privileges, back at the adolescent ward of the hospital. During the 1988 Summer semester, 80% of the students earned the full amount of points possible every week.

DH

There was only one field trip during the 1988 Summer semester at DH. Due to the small teaching staff and to security reasons, only a select number of students were allowed to go on the field trip. For those same reasons, field trips during the school year are few in number.

The teachers at DH try to foster social skill development in their daily interactions with the students in the classroom. A rule which is strictly enforced is that everyone must be considerate. There is also an understanding established between the teachers and students that respect for the other person is expected. The teachers inform the students of these two rules the moment he/she enters the school. The enforcement of these rules are done by both the teachers and student peers.

As with the other two sites of Olomana School, DH has a point system in which students may earn points for exhibiting proper classroom behavior. These points are then redeemable

for canteen privileges.

C. Opportunity To Develop Occupational Skills

The Extended School Year Program provided students at Olomana with some new opportunities to develop occupational skills at HYCF and fewer at HSH and DH. There are different reasons, depending on the school site, which support this statement.

In general, the intent of the Extended School Year Program was to support the development of occupational skills of students. The goal of this development went beyond the technical development of job skills and included training students to work cooperatively with both supervisors and peers.

HYCF

Although more students were exposed to learning an occupational skill during the 1988 Summer semester than in previous semesters, the exposure itself was very limited in most cases. The interdisciplinary curriculum implemented during the summer exposed students in 3 of the 4 teams to some form of occupational skill.

One team introduced students to the computer; however, the emphasis of the class was on working through a pre-programmed problem and did not involve any word processing, programming, doing spread sheets, or any other skill that may be deemed marketable. Another team exposed students to silk-screening and horticulture. As for silk-screening, only a small number of students participated in the silk-screening

of T-shirts, and those who participated were students who had already been exposed to silk-screening in the art classes of previous semesters. As for horticulture, students in the team were only introduced to the concept. Had more time been devoted to the topic, as with the computer and silk-screening, there may have been a potential of fostering a marketable skill in the students. A third team focused on welding. In the area of developing an occupational skill, this team was most successful. This team was limited to only the boys; no girls were assigned to this team. The students spent at least two periods every day working on projects and learning welding techniques by doing hands-on work.

There were also three classes offered in the afternoons that were skill-oriented: Photography was offered as a double period course (5th and 6th) in the afternoon, but, enrollment in this class was limited to girls only; a typing class was offered as a single period course in the afternoon; and a computer class was offered as a single period class in the afternoon.

Except for a typing class offered by the business teacher, the occupational skills introduced in the above paragraphs were not a product of the Extended School Year Program. In fact, the school at HYCF has offered semester courses concentrating on those particular skills during the regular school year. During the extended summer, with the implementation of the interdisciplinary curriculum, the extent of the students potential skill development was

reduced due to the short amount of time students are allowed to study in the area.

Another method made available to students for developing occupational skills was the work-study program. The work-study program was in effect prior to the implementation of the Extended School Year Program at Olomana School. There were no participants in the work-study program during the extended summer.

Students can be awarded work-study credit at any time. Students who participate in activities which meet the DOE criteria for work-study are given credit accordingly. This is determined on an individual case-by-case basis in consultation with the counselor, the occupational therapist, and an administrator.

HSH

HSH has no occupational skill-oriented classes per se, though they do introduce students to computers by having them use the computer to generate the school paper. HSH also has a work-study program which existed before the implementation of the Extended School Year Program. There were two students who did a work-study during the extended summer; one in a janitorial position and the other in a grounds-work position, both of which were at the State Hospital. It should be noted that there is an occupational therapist on the staff of the adolescent ward at the State Hospital.

DH

DH offers no classes which are occupational skill-

oriented. They do, however, have a computer in which interested students are encouraged to use. With the transiency of the population, having a curriculum with an occupational skill orientation would not be worthwhile because the students would all leave before learning any skill they could take with them. DH does offer a practical/industrial arts program which affords students a hands-on experience in a variety of activities ranging from cooking to working with wood and plastics.

D. Opportunity To Participate In A Variety Of Esteem-Enhancing Activities.

The opportunity to participate in a variety of esteem-enhancing activities during the Extended School Year Program were limited overall and varied with the site. However, the efforts of individuals in specific activities should be recognized.

HYCF

Except for one, all of the activities implemented during the 1987 Fall semester that were considered to be esteem-enhancing for the students were not continued during the summer semester. The experiences considered esteem-enhancing included the student council organization, flag raising ceremony, student involvement during graduation exercises, publication of student writings, and quarterly student awards. Of the list, only the awards presentation was continued during the summer. The reasons for the discontinuance of the other experiences included the loss of

the faculty member spearheading the activities, the change of effort towards the new interdisciplinary curriculum, and the lack of a summer graduation ceremony.

A general goal of the staff at HYCF is to enhance students' self-worth through daily interactions. However, some students, through interviews, revealed that they do not believe the goal is being met. This may indicate the possible need for increased training for the faculty at HYCF to ensure the attainment of their goal.

The esteem-enhancing experiences during the extended summer included the awards assembly at the end of the semester and the open house where students were able to "show-off" their work. The passing out of awards at the end of the semester began with the 1987 Fall semester. Each teacher was given the latitude to decide the kind of awards to give and to whom. There was no limit as to the number of awards each teacher could give. The open house idea was part of the interdisciplinary curriculum plan and every team worked on projects throughout the summer for display at the open house.

The Principal also reported that student writings were published in three separate publications; several students worked with an artist to produce a video; and a group performed a choral reading following several class sessions with a volunteer expert in the field.

HSH

The activities witnessed during the summer semester

which could be labeled as esteem-enhancing included the Theme Days and the publication of the school paper. The students had put forth much effort towards the two Theme Days they hosted. The students worked at and found satisfaction in putting together the displays, growing the vegetables used during the luncheons, and preparing the foods for the luncheons. The publication of the school paper was another esteem-enhancing experience for the students. Not only were all the stories written by the students, but they also took an active role in putting the paper together. These activities were begun during the Fall 1987 and Spring 1988 semesters and continued through the summer.

DH

The DH teaching staffs' efforts to make the entire experience at the DH school a positive one for the students. The teachers professed time and time again that their main goal was to help the child "feel good about himself." Their objective was, and still is, to impact the child in such a way that the child leaves the facility feeling like someone cares for him. This is accomplished through their rules of consideration and respect, and a genuine demonstration of concern for each child.

What Are The Program Effects On Student Academic Achievement?

HYCF

The traditional method of measuring student academic achievement is through the comparison of student grades over

time. Tables 3-6 illustrates the number of grades and credits earned in each subject area from Summer 1987 through Summer 1988.

Although the comparison of grades over time seems to be a sufficient measure of academic achievement, it should be noted that the implementation of the interdisciplinary curriculum during the 1988 Summer semester confounds the comparison. Grades for the 1987 Summer School term, 1987 Fall semester, and 1988 Spring semester were awarded based on the students having spent the number of hours in each subject area required of regular students. This was not perceived to be the case by some students and most teachers for the 1988 Summer semester. Students spent 4 hours in an integrated program in the mornings and one hour each in two elective courses in the afternoons, yet students were awarded grades and credits for singular courses as if they had spent the prescribed three hours per day studying only that one subject area. Had elective credits been awarded, there would not be such concern; however, students earned credits for core courses, such as English, Math, Science, etc., which are applicable towards their graduation requirements. The perception of some students and most teachers was that students did not spend the DOE-required hours covering each subject, yet they were given the credits for it as if they had. The perception was that students were given credits for whatever subject area they were lacking without much regard to whether it was covered extensively enough to

Table 3. HYCF - 1987 Summer School

Number of Grades Earned By Subject Area *

	Grade				
Subject	A	B	C	D	F
English	1	2	5	4	1
Math	-	2	4	8	-
Social Studies	1	1	1	2	-
Science	-	-	-	1	-
Guidance	4	1	-	-	1
Art	-	5	-	1	-
Music	-	1	3	-	-
Typing	4	3	-	-	-
Computers	-	2	-	-	-
Home Economics	2	-	-	-	-

* Each Grade is worth 1/2 credit (except F).

Table 4. HYCF - 1987 Fall Semester

Number of Grades Earned By Subject Area *

	Grade				
Subject	A	B	C	D	F
English	2	7	22	14	2
Math	1	4	13	9	-
Social Studies	2	12	21	7	1
Science	2	15	11	2	-
Guidance	1	-	-	-	-
Health	-	2	9	10	4
Art	-	14	17	8	-
Typing	2	6	5	-	-
Computers	2	3	1	-	-
Home Economics	-	1	-	-	-
Auto **	2	3	-	-	-
Photography **	1	4	1	-	-
Newspaper	-	2	2	-	-

* Each Grade is worth 1/2 credit (except F).
** Each Grade is worth 1 credit (except F).

Table 5. HYCF - 1988 Spring Semester

Number of Grades Earned By Subject Area *

	Grade				
Subject	A	B	C	D	F
English	4	17	28	13	2
Math	1	14	23	11	2
Social Studies	2	18	23	14	6
Science	9	12	14	6	1
Guidance	-	2	9	7	2
Health	-	1	2	2	-
Art	2	20	14	4	1
Typing	6	10	5	1	1
Computers	1	-	3	-	-
Home Economics	-	2	-	1	-
Auto **	10	1	1	-	1
Photography **	-	4	3	-	-
Newspaper	-	-	-	1	-
Agricultural Arts	-	1	-	-	-

* Each Grade is worth 1/2 credit (except F).
** Each Grade is worth 1 credit (except F).

Table 6. HYCF - 1988 Summer Semester

Number of Grades Earned By Subject Area *

	Grade *				
Subject	A	B	C	D	F
English	-	2	2	1	-
Math	4	3	2	3	-
Social Studies	13	15	19	2	-
Science	-	-	1	1	-
Photography	-	-	2	-	-
Health	-	-	1	-	-
Music	-	1	-	-	-
Guidance	-	-	1	-	-

* Each grade is worth 1/2 credit (except F).

	Grade **				
Subject	A	B	C	D	F
English	2	23	16	7	-
Math	-	-	-	-	-
Social Studies	4	8	10	5	-
Science	1	3	1	1	-
Photography	-	-	-	-	-
Health	-	-	-	-	-
Music	-	-	-	-	-
Guidance	-	-	-	-	-

** Each grade is worth 1 credit (except F).

satisfy DOE requirements.

Teachers, as well as students, voiced their concerns about this matter during interviews. Many teachers were uncomfortable with the fact that students were given credits for subjects which were hardly covered during the course of the semester. Because the curriculum was integrated, some subjects were either not covered at all or covered only minimally during the Summer, yet students were given one full credit as if they had spent three hours a day during the entire semester studying that subject. There were also a few students who voiced their dislike for this system of awarding grades and credits. Overall, the students were pleased about their being able to earn extra credits, but some stated that they felt they did not earn the credits they were awarded. To them, the credit did not have any significance because they did not work for it. The opinions expressed were to the effect that the credibility of the education at Olomana School was diminished by the way grades and credits were awarded during the extended summer semester.

The Principal states that the new integrated instructional process implemented was supported by research (see the Curriculum Report, NASSP Vol. 18 No. 1, September 1988) and that the DOE requirements for alienated students are defined in the Guideline for Comprehensive School Alienation Program. However, the question is not one of legality, but rather one of perceptions of accomplishment. The policy of awarding core course credit for work in an

integrated program and the emphasis and presentation of core courses in an integrated program be reconsidered, so that teachers and students perceive the course credit as reflective of the amount and content of the academic work.

HSH

Tables 7-9 illustrate the number of grades and credits earned by students at HSH from the 1987 Fall semester through the 1988 Summer semester. Data was not available for the 1987 Summer School term.

As with HYCF, measuring academic achievement by comparing grades and credits is not sufficient to determine academic achievement with this site. Though the grades and credits are available for three semesters, the previous summer semester's data is lacking. This eliminates the possibility of comparing academic achievement prior to implementation of the extended summer and after the implementation of the extended summer.

DH

Very few report cards are ever issued at DH. Report cards are sent out during fall and spring only if the student stayed long enough to earn credits, or if the student's home school requests a report card. These instances are rare Usually, students are not in the facility long enough for them to earn any credits. The only records available were the report cards issued during the 1988 Summer semester.

Because of the transiency of the student body, academic achievement is extremely difficult to measure. When a

Table 7. HSH - 1987 Fall Semester

Number of Grades Earned By Subject Area *

	Grade				
Subject	A	B	C	D	F
English	1	3	5	5	-
Math	-	2	5	1	-
Social Studies	-	1	6	4	-
Science	-	2	3	2	-
Guidance	-	-	1	-	-
Health	-	2	2	-	-
Art	-	1	2	2	-
Consumer Education	-	-	-	1	-
Physical Education	-	1	2	1	-

* Each grade is worth 1/2 credit (except F).

Table 8. HSH - 1988 Spring Semester

Number of Grades Earned By Subject Area *

	Grade				
Subject	A	B	C	D	F
English	-	3	5	1	1
Math	1	-	4	1	-
Social Studies	-	-	4	1	-
Science	1	-	3	1	1
Guidance	-	-	1	1	-
Health	-	-	1	-	-
Art	1	-	1	-	-
Consumer Education	-	-	1	1	-
Physical Education	-	1	2	-	1

* Each grade is worth 1/2 credit (except F).

Table 9. HSH - 1988 Summer Semester

Number of Grades Earned By Subject Area *

	Grade				
Subject	A	B	C	D	F
English	-	-	1	-	-
Math	-	-	1	-	-
Social Studies	-	-	-	2	-
Science **	1	-	-	-	-
Guidance	1	-	1	-	-
Physical Education	-	-	2	-	-
Foods/Nutrition **	-	2	-	-	-
Computers	-	-	1	-	-

* Each grade is worth 1/2 credit (except F).
** Each grade is worth 1 credit (except F).

student enters the school at DH, the teachers try to match the schoolwork they assign to the student with the work the student is doing at the home school. The only measurement of achievement, therefore, is the work students complete while in DH. However, completed individual assignments are not the type of records normally kept by any school.

What Are The Program Effects On Providing Direct Services To Students?

The Extended School Year Program provided additional funds that led to more summer teaching positions and the purchases of supplies and resources to aid in the students' education.

HYCF

During the 1987 Summer School term, there was an average population of 65 students with 14 part-time teaching positions filled. Except for the learning center, the traditional classroom format of one teacher per class was in effect and there was an average of 9 students per class. Thus, the teacher-student ratio was approximately 1:9.

During the 1988 Summer semester, there was an average population of 63 students. Because the school day was extended, 12 full-time teachers were hired on contract, as well as 10 part-time teachers. The full-time teachers taught the full six hours of instruction time while the part-time teachers taught for either the four periods in the morning or the two periods in the afternoon. With the implementation of the team teaching format, the teacher-

student ratio dropped to 1:4.

There were 10 classes offered in the afternoons which followed the traditional one teacher per class model. The average teacher-student ratios for these courses jumped to 1:7 which is still lower than the previous summer's ratio.

The effects of this lowered ratio were noticed by both teachers and students. Some teachers commented that they didn't feel "stretched" when several students needed help at the same time because there was someone else there to help them. The students who were at the school for both summers also noted the same. They noticed that the teachers were able to spend more time with the students who were having trouble because there were other teachers in the classroom to help with the other students who were having difficulties.

It must be noted, however, that there were also teachers and students who felt the heterogeneous grouping of the students had a more negative effect on the brighter students than a positive effect on the other students. There were a few teachers and students who stated that the work assigned was not challenging enough and that a lot of time was wasted in the classroom while waiting for other students to complete the assignments. These comments indicate a possible need to have cooperative learning workshops for teachers.

The additional funds from the Extended School Year Program also aided in the contracting of outside resource persons and the purchasing of supplies for HYCF. A curriculum consultant was hired which led to the development

and implementation of the interdisciplinary curriculum. Other resource persons were hired to engage the students in special projects such as poetry writing, drama acting, and video taping. The teachers at HYCF were also afforded the opportunity to purchase the supplies they needed for their courses (e.g. ukuleles, guitar strings, video tapes, photography materials, etc.),

HSH

During the 1987 Summer School term there were 3 teaching positions at HSH and a total of 26 students attended the school during that summer. Data was not available as to the average population, therefore the teacher-student ratio during the 1987 Summer School term is unknown.

During the 1988 Summer semester there were two full-time teachers and two part-time teachers. The total number of students who attended school during the semester was 8.

Comparisons of teacher-student ratios for this facility is not useful for determining the effects of the Extended School Year Program on providing direct student services. Not only is there insufficient data to do comparisons, but the teacher-student ratio changes unpredictably because of the transiency of the situation.

DH

During the 1987 Summer School term there were 7 teaching positions at DH with an average student population of 43. During the 1988 Summer semester there were 5 full-time teachers and 3 part-time teachers with an average student

population of 38.

Again, as with HSH, comparing teacher-student ratios is not the most effective means of determining effects of the extended program on direct services to students.

It is important to note here that the teachers at DH are truly dedicated to their positions and have unofficially extended the summer school term in the past. What they've done was to stretch the summer school term from six weeks to eight, just as the extended summer has, and alternated teaching schedules such that each teacher taught for six weeks but at staggered times. This allowed the students to attend school for a longer period in the summer rather than spending what may be called "idle time" while in DH. The difference the Extended School Year Program has made is that the teachers at DH were paid during the 1988 Summer semester for what they already had been doing in the past.

To What Extent Were Students And Staff Satisfied With The Program?

HYCF

Both staff and students had mixed opinions about the Extended School Year Program. The reason for this is that not only was the summer extended, but a new teaching format and curriculum were implemented at the same time.

As for the length of the summer semester, interviews with the teachers revealed two differing opinions. Many of the teachers at HYCF were of the opinion that the extended summer day and semester was not beneficial to all the

students. Reasons given included: "The summer is too long and the kids are getting burnt-out"; "The kids aren't learning more because those who want to learn will and those who don't won't anyway, no matter how long they're in school"; "The kids only have school in this place [HYCF], so most of them get their required credits for graduation long before they're 18 years old or discharged, even without the long summer"; "The summer is too long for the kids"; The students are dragging [by the end of the summer]"; and "The kids are tired and not trying anymore". Other teachers feel that the extended summer was good for the students because "otherwise, some of them would be doing nothing in the cottages"; "the kids would rather come to school than stay in the cottages"; and "none of the kids are complaining about spending 6 periods a day in school". The general consensus among the teachers was that the extended summer seemed to be going well until the last two weeks of the semester when the students began to show signs of apathy. Speculative reasons for this were that the summer was too long and the students were burnt-out.

Many of the teachers expressed concerns about the interdisciplinary curriculum instituted during the summer. The most pervasive concerns were the method in which credits were to be awarded and the heterogeneous grouping of the students. The concern expressed about the credits, as noted before involved the giving of core credits for subjects which were covered only minimally or not at all during the summer.

The second concern regarding the heterogeneous grouping of students stemmed from the teachers having experienced the classroom situation where the brighter students completed the assignments much sooner than the others. These teachers felt that the brighter students at the school were not being challenged enough and were being "drawn down" because of the heterogeneity of the group. They felt that the disparity of ability levels of the students at HYCF could not be reconciled in the heterogeneous groups without "holding back" the brighter students. Again, these are the perceptions of the teachers and not factual findings.

The opinions of the students were just as mixed as the teachers, if not more so. The general pattern discerned from the interview responses was that satisfaction with the 1988 Summer semester depended on the team to which each student was assigned. By far, the most satisfied students were in the team with the theme focused on welding. All the students in the team had positive comments about their summer experience and a majority agreed that they would not mind if the Extended Summer School Program continued, but only if they were allowed to remain in the welding team.

The reason given by these students for their satisfaction was the fact that they were learning a skill that could help them find a job when they are released. The students confessed that they enjoyed the welding part of their interdisciplinary program much more than the mathematics or language arts portions, but all agreed that it

was much more interesting than previous courses because the teachers were able to tie in the two subjects to the welding projects on which the students were working.

The students from the other three teams had very mixed reactions to the summer semester, though all agreed that the field trips and guest speakers were the best experiences of the summer. The field trips gave the students "a chance to see what it's really like outside" and the guest speakers were "more believable because they're from the outside". As for their satisfaction with the extended school day, reasons ranged from "it's okay because it passes the time" to "I'd rather be `cruzin' in the cottages" to "I'd rather be working and earning money in the afternoons than sitting in a classroom". Other comments about the summer semester dealt with the new curriculum and not necessarily the extended school day: "If we have to go to school six periods a day, go back to the old curriculum"; "I get tired of sitting in the same classroom and staring at the same people for 4 periods a day"; "the teachers are giving us more attention because there's more than one in the room"; "the work is not challenging"; "those who need the credits should be forced to come, but not everybody"; "I like the extra credits"; "they should teach us a trade"; and "I get too tired after lunch especially in the summer because it's extra hot". The trend responses to the 1988 Summer semester rested on the students' attitude about school. Those who liked school generally had a positive attitude about the summer and those who didn't

like school generally had a negative attitude about the summer.

HSH

Overall, the staff and students at HSH were satisfied with the Extended Summer Program. Interviews with both teachers and students revealed positive feelings towards the 1988 Summer semester. The teachers felt the extended summer benefitted the students in that the students were able to spend their time constructively as well as earn extra credits. The teachers also noted that the nursing staff in the adolescent ward of the hospital had made comments about how enthusiastic the kids were about school and that they thought the extended summer was a beneficial program for the youths. The students also commented that they enjoyed staying in school because it gives them something to do, such as working on the computer, reading in the library, or going on a field trip.

DH

Staff and students alike were satisfied with the extended summer. As mentioned above, for the teachers, the extended schedule was nothing new because they had been teaching on that type of a schedule in previous summers. The only difference for them was that they were paid during the 1988 Summer semester and not the previous summer terms.

For the students, there were no strong opinions one way or another. The majority of the students were in the facility for just a few days which was hardly enough time for

them to formulate an opinion about the Extended School Year Program. Students seemed to be of the attitude that "that's the way things run in DH, so just go along with it."

For Which Centers Was The Program Most/Least Successful?

Since the program has been in effect for such a short duration and there are differences among the sites, namely the transiency of the program and the availability of data, direct comparisons of success are not possible. However, an attempt will be made to determine the advantages and disadvantages of the program exhibited during the summer at each site.

HYCF

One possible advantage of the Extended School Year Program was the opportunity for students to earn additional credits toward graduation. Of the 62 students who were issued a report card 52 (84%) earned the total possible credits during the 1988 Summer semester. However, concerns were voiced by the teachers and students as to the validity of the credits awarded. Students were given credits for core subjects when the DOE standards for awarding such credits were clearly not met. The disparity of the system is evident in Tables 3 and 6. The 1988 Summer semester was interdisciplinary in scope, yet a majority of the credits were earned in the core subjects areas. In the 1987 Summer School term, which followed the traditional curriculum method, credits were given in a diversity of subject areas. It would seem that some form of examination into this system

of giving students credits for whichever subject area he is lacking, regardless of DOE standards, is in order.

Another positive result of the summer semester was the increased teacher attendance to student problems in the classroom. It is not possible to say whether this was the result of the Extended Year Program providing more teaching positions or a result of the team tracking method implemented.

One result of the Extended Year Program some students pointed out as a disadvantage was the fact that they were unable to work as many hours during the 1988 Summer as they were in past summers when school was just half a day. In the past, students who qualified were given the opportunity to earn extra money by participating in the Alu Like Program. Other students were also given the opportunity to earn extra money by working the grounds of the facility. After lunch, students went to work until four in the afternoon putting in 4 hours of work. However, with the extended school day, students were unable to start work until two in the afternoon, cutting their hours and earning abilities in half. This issue is one between the students' desire to work and the need for education with positive arguments on both sides. Short of paying students to go to school or developing a highly structured pay-work program in which personal, social, and vocational learning occurs, it is not possible to meet everyone's desires.

As can be seen, HYCF is perhaps the most difficult to

draw conclusions for because two major changes were made during the 1988 Summer -- the extended school year was implemented and a new interdisciplinary curriculum that included a change in the teaching format was instituted. Just by the fact that two changes were made makes it difficult to discern which effects were a result of the extended year and which were a result of the new curriculum.

HSH

From all indications, the Extended School Year Program was well received by teachers, students, and hospital staff at HSH. The greatest advantage was that the students enjoyed school and looked forward to going to school. The classes and the activities planned by the teachers kept the students' attentions and enthusiasm. This was supported by the hospital nursing staff in the adolescent ward. In fact the nurses were disappointed when the summer semester was nearing its end because they then had to develop activities interesting enough to keep the students active during the break before school started again. The youths enjoyed spending more time in school than in the ward.

DH

As with the other sites, it is difficult to decide the effects of the Extended School Year Program. The only change noted from previous summers and the extended summer was the fact that the teachers at DH were now being paid for the work they had volunteered in the past. The population at DH is so transient that any academic progress made is minimal.

However, as stressed earlier, the goal of the teaching staff is to help the students feel good about themselves and school in hopes that it carries over when they leave the facility. Thus, it can be said that one advantage of extending the summer at DH is that the teachers have two extra weeks to interact with those students they would have otherwise missed had the summer term been only 6 weeks long.

What Effects Did The Program Have Relative To Linkages With Other Agencies?

The Extended School Year Program did not have much of an effect on the linkages between Olomana School and other agencies. There is normally no contact between Olomana School and other DOE schools during the summer months, so the extended year does not affect that relationship. Meetings between the lead teachers and their respective host facilities progressed in the same manner as in the past.

Linkages between the school and private businesses increased during the summer semester at both HYCF and HSH. As a result of the linkages, the number of guest speakers and excursions increased. They discovered that the private businesses in the community were much friendlier and were more flexible in their scheduling of school visitors during the summer months than during the fall and spring semesters. This made for planning of field trips much easier than in the regular school year. One reason businesses may be more amenable to school visitors during the summer months than during the regular school year is that there aren't other

schools trying to schedule a visit at the same time. This is a reasonable assumption because schools usually visit the same sites (e.g. Bishop Museum, community theatre plays, etc.).

What Are The Ramifications Of Operating An Extended School Year Program At Olomana School?

Budgetary Considerations

DOE schools do not include in their budgets expenses for operating a summer school. This is because all DOE schools acquire the funds for the summer through summer school tuition. Olomana School is the exception. Like all other DOE schools, Olomana did not receive funds for summer school in the past, but unlike other DOE schools, Olomana could not generate summer school funds by charging youths tuition because they were wards of the State. Instead, they have tried to fund the costs of summer school with different sources such as Special Education funds and tuition waivers from the Windward District.

With the implementation of the Extended School Year Program, and additional $168,614 was appropriated in the Olomana School budget for the 1987-88 School Year. Expenditures for the 1988 Summer semester amounted to $134,497 for personnel and $11,000 for educational supplies. The remaining amount was utilized during the regular school year to fund an additional teaching position and supplies.

The consideration here is the balance between the additional $168,614 allocation to operate a year-round school

at Olomana and the potential benefits to the students at Olomana School. It is premature at this time to make an attempt to answer this issue. The operation of an extended summer has been in effect for just one summer, there were insufficient data to do comparisons, and the introduction of a new curriculum at HYCF confounded the results of the extended summer program.

It is possible, however, to discriminate the factors for consideration. The effectiveness of the extended program in providing academic benefits to the students, the benefits of providing a predictable funding source for a school with particular circumstances, the potential of the extended school year to fulfill the goals and objectives of the school, and the alternative to the youths' programming are all factors that should be weighed against the cost of having an extended school year at Olomana School.

Personnel Considerations

At its inception, the majority of the teachers at Olomana School were willing to teach during the extended summer. At the end of the summer, there were two part-time HYCF teachers who expressed doubts as to whether they would be willing to teach again next summer. One reason given for this uncertainty was that the summer was too long and they did not think the break was sufficient for recuperation. The other prevalent reason was the unhappiness with the new curriculum at HYCF.

However, the majority of the teachers were still willing

to return next summer. The reasons for the decision were mainly personal, but the prevalent factor seemed to be the summer salary. The contract negotiated with the union was satisfactory to all teachers and it appears to have offset the other factors mentioned above.

Conclusions and Recommendations

The results indicate the following:

A. the implementation of the Extended Year Program was delayed by one year,

B. the program achieved some of its objectives, notably providing students with opportunities to earn additional academic credit and for the development of social skills, but the achievement of other objectives was limited, namely providing students with opportunities for the development of occupational skills and esteem-enhancing activities,

C. teachers and students alike perceived a serious problem with some students earning core credits for work in an integrated program that did not meet the DOE requirements for earning course credit,

D. the program was able to provide more direct services to students because of the additional positions, supplies, and resources,

E. satisfaction with the program was mixed for both teachers and students,

F. there were no measures to compare the differences of success among sites, but each had advantages and

disadvantages,

G. the HYCF and HSH increased linkages to other agencies for the purpose of field trips and guest speakers, and

H. the continuation of operating an extended school year program at Olomana School centers on the question of whether the benefits are worth the cost.

Based on these results, it is recommended that:

A. the Extended School Year Program at Olomana School be continued,

B. additional opportunities for the development of occupational skills and esteem-enhancing activities be developed,

C. increased training be provided for teachers in the areas of positive interactions with students and cooperative learning methods,

D. the policy of awarding core course credit for work in an integrated program and the emphasis and presentation of core courses in an integrated program be reconsidered, so that teachers and students perceive the course credit as reflective of the amount and content of the academic work, and that

E. the Extended School Year Program at Olomana School continue to be evaluated as it evolves.

Overall, a solid beginning has been achieved. The program needs another two years to make changes and evolve. It is only at that time that a fair evaluation of success can

be made.

APPENDIX A

HYCF Team Descriptions

Team I

Subject Areas: Horticultural, Hawaiiana, Computers, Language Arts, and Math.

Number of Teachers: 5

Number of Students: 17

Program Description:

You will learn about the origin, history, uses, identity, and propagation of plants found on the HYCF campus and in the nursery.

You will draw plants, label them, and make prints in art class. There will also be silk-screening, batik, air brushing, and other crafts.

You will learn about how the ancient Hawaiians used plants in their daily lives.

You will learn the vocabulary associated with the plants; you will learn how to spell the words as you write about your projects.

There will be field trips and guest speakers.

Team II

Subject Areas: Metals/Auto, Language Arts, Hawaiiana, Math, and Science.

Number of Teachers: 3

Number of Students: 12

Program Description:

"Think the Impossible -- Then Do It" will be the motto for this class. Students will work hard -- ohana style.

You will be building and painting your classrooms. One day soon you will have your own shop!

Together you will learn auto and metals skills in a new way

-- along with other subjects suck as math, science, language arts, and Hawaiiana. You will also learn problem-solving using a car, which may help you one day on a lonesome highway.

To your surprise you will find the IMPOSSIBLE just took time -- but YOU DID IT!

Team III

Subject Areas: Social Studies, Health, Language Arts, Math, Science, Drama, and Poetry.

Number of Teachers: 5

Number of Students: 16

Program Description:

You will learn how communicable diseases have affected people socially, physically, and emotionally. You will look at past societies (including Hawaii) and learn how epidemics affect our future.

You will also participate in special workshops -- drama, poetry, and video production as part of this team.

Team IV

Subject Areas: Science, Math, Photography. Computers, and Language Arts.

Number of Teachers: 4

Number of Students: 16

Program Description:

You will participate in a program centered on the "Voyage of the Mimi." You will go on an adventure during which you will study mapping, charting, sailing, and meteorology, photography, model creation, and many other areas. Teamwork, self-control, and skills which can be applied to your personal lives will be emphasized.

APPENDIX B

HYCF Listing Of Afternoon Courses

Student Program Selections -- Periods 5 & 6

The following classes will be available periods 5 & 6:

Beginning Girls' Photography (Double period) - 6 students

Ornamental Metals (Double period - Boys only) - 7 students

Advanced Art (Double period) - 9 students

Art Therapy (period 5) - 8 students

Reader's Choice (Period 5) - 7 students

Typing (Period 6) - 7 students

Expanding Horizons -- Making Positive Choices (Period 5 -4 students; Period 6 - 10 students)

Math Through Practical Experiences (Period 5 - 7 students; Period 6 - 10 students)

Music (Period 5 - 8 students; Period 6 - 8 students)

Computers (Period 5 - 5 students; Period 6 - 6 students)

APPENDIX C

HSH Listing Of Courses

1987 Summer School

Guidance
Consumer Math
Math in the Community
Core Algebra
English
Composition Writing
Corrective Reading
World History
U.S. History
Humanities

Fall 1987 - Spring 1988

English
Newswriting
U.S. History
America's Heritage, People, and Problems
Hawaiian Monarchy
Modern Hawaiian History
World History
Math Applications
Consumer Math
Consumer Awareness
Math and the Community
Everyday Activities in Math
Skills in Science
FAST Science
Earth Science
Computers
Physical Education
Health
Guidance
Work Study
Art
Crafts

1988 Summer Semester

English
Corrective Reading
Modern Hawaiian History
Computers

Food and Nutrition
Science
Health and Guidance
Art
Crafts
Recreational Therapy
Work Study

Appendix D

Evaluation Strategy

A. Were the activities of the Extended Year Program at Olomana School implemented as planned?

- Method of Measurement: Information to determine whether the planned activities were implemented were obtained through observations and interviews with respective site personnel.

B. How well did the program achieve its goal/objectives?

- Evaluation Instruments:
  - Report cards
  - Student contracts (HYCF only)
  - Token system contracts (HSH only)
  - List of opportunities for students to practice social skills
  - List of vocational courses and enrollment
  - List of students in work study program (HYCF and HSH only)
  - List of esteem-enhancing activities

C. What are the program effects on student academic achievement?

- Evaluation Instruments:
  - Report cards
  - Listing of credits earned

D. What are the program effects on providing direct services to students?

- Evaluation Instruments:
  - List of courses and enrollment
  - Interview staff and students about their perceptions of the quality of services

E. To what extent were students and staff satisfied with the program?

- Method of Measurement: Information to determine the extent of satisfaction of students and staff were obtained through interviews with students and staff.

F. What effects did the program have relative to linkages with other agencies?

- Method of Measurement: Information to determine the effects of the program relative to linkages with other

agencies was determined through interviews with staff at the respective sites.

G. What are the ramifications of operating an extended school year program at Olomana School?

- Evaluation Instruments:
  - Budgets
  - Listing of staff positions

Procedures For Obtaining Data

The data was obtained by one of three ways: 1) The evaluator was allowed access to the files at each site containing the specified data on dates agreed to by both the Principal of Olomana School and the evaluator; 2) The Principal was asked to provide the specified data needed on dates agreed to by both the Principal and the evaluator; and 3) The evaluator was allowed to interview and/or survey staff and students on dates agreed to by the Principal and evaluator.